

GOUCHER ELEMENTARY

604 Goucher School Road
Gaffney, SC 29340

GRADES K-5 Elementary School

ENROLLMENT 194 Students

PRINCIPAL Mr. Clay Fowler 864-487-1246

SUPERINTENDENT Dr. William B. James 864-902-3500

BOARD CHAIR Ms. Ola H. Copeland 864-489-9528

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
8	55	42	0	0

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Unsatisfactory	N/A
2002	Good	Good	N/A
2003	Good	Unsatisfactory	Yes
2004	Good	Unsatisfactory	Yes

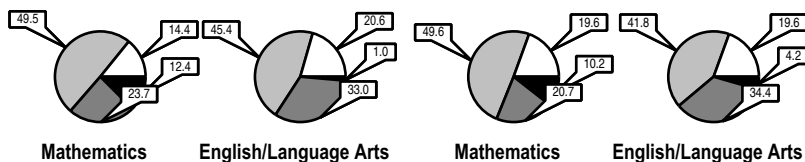
DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

73.5%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 17.6%									
All Students	102	100.0	20.6	45.4	33.0	1.0	44.3	Yes	Yes
Gender									
Male	53	100.0	28.6	46.9	22.4	2.0	38.8		
Female	49	100.0	12.5	43.8	43.8	0.0	50.0		
Racial/Ethnic Group									
White	95	100.0	16.7	47.8	34.4	1.1	46.7	Yes	Yes
African-American	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Asian/Pacific Islanders	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	89	100.0	17.4	44.2	37.2	1.2	48.8		
Disabled	13	100.0	45.5	54.5	0.0	0.0	9.1	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	102	100.0	20.6	45.4	33.0	1.0	44.3		
English Proficiency									
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	101	100.0	19.8	45.8	33.3	1.0	44.8		
Socio-Economic Status									
Subsidized meals	58	100.0	27.8	50.0	22.2	0.0	31.5	Yes	Yes
Full-pay meals	44	100.0	11.6	39.5	46.5	2.3	60.5		

Mathematics - State Performance Objective = 15.5%									
All Students	102	100.0	14.4	49.5	23.7	12.4	49.5	Yes	Yes
Gender									
Male	53	100.0	14.3	49.0	28.6	8.2	53.1		
Female	49	100.0	14.6	50.0	18.8	16.7	45.8		
Racial/Ethnic Group									
White	95	100.0	11.1	51.1	24.4	13.3	52.2	Yes	Yes
African-American	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	89	100.0	11.6	48.8	26.7	12.8	52.3		
Disabled	13	100.0	36.4	54.5	0.0	9.1	27.3	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	102	100.0	14.4	49.5	23.7	12.4	49.5		
English Proficiency									
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	101	100.0	14.6	49.0	24.0	12.5	50.0		
Socio-Economic Status									
Subsidized meals	58	100.0	14.8	61.1	16.7	7.4	42.6	Yes	Yes
Full-pay meals	44	100.0	14.0	34.9	32.6	18.6	58.1		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	39	100.0	29.7	27.0	43.2	N/A	43.2
	Grade 4	44	100.0	30.8	38.5	30.8	N/A	30.8
	Grade 5	30	100.0	38.5	46.2	11.5	3.8	15.4
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	28	100.0	14.3	32.1	50.0	3.6	53.6
	Grade 4	38	100.0	22.2	50.0	27.8	N/A	27.8
	Grade 5	36	100.0	22.2	52.8	25.0	N/A	25.0
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	39	100.0	13.5	56.8	13.5	16.2	29.7
	Grade 4	44	100.0	7.7	48.7	28.2	15.4	43.6
	Grade 5	30	100.0	15.4	65.4	19.2	N/A	19.2
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	28	100.0	10.7	53.6	28.6	7.1	35.7
	Grade 4	38	100.0	19.4	47.2	13.9	19.4	33.3
	Grade 5	36	100.0	11.1	52.8	27.8	8.3	36.1
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 194)				
First graders who attended full-day kindergarten	100.0%	N/C	100.0%	100.0%
Retention rate	2.6%	N/A	3.0%	2.7%
Attendance rate	95.1%	Down from 95.6%	96.3%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%		4.9%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%		3.7%	3.5%
Eligible for gifted and talented	21.7%	Up from 16.4%	14.1%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	5.2%	Up from 1.5%	9.1%	8.2%
Older than usual for grade	0.5%	Down from 1.0%	0.9%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%

Teachers (n= 13)				
Teachers with advanced degrees	84.6%	Up from 78.6%	50.0%	51.4%
Continuing contract teachers	100.0%	No change	89.2%	87.5%
Highly qualified teachers**	87.5%	N/A	94.2%	95.0%
Teachers with emergency or provisional certificates	0.0%		0.0%	0.0%
Teachers returning from previous year	92.7%	Up from 90.8%	86.5%	86.7%
Teacher attendance rate	94.3%	Down from 95.0%	94.9%	94.9%
Average teacher salary	\$45,032	Up 7.5%	\$40,629	\$40,760
Prof. development days/teacher	11.5 days	Up from 10.4 days	12.4 days	12.4 days

School				
Principal's years at school	7.0	Up from 6.0	4.0	4.0
Student-teacher ratio in core subjects	16.7 to 1	Down from 17.8 to 1	19.3 to 1	18.9 to 1
Prime instructional time	87.6%	Down from 89.2%	89.9%	90.0%
Dollars spent per pupil*	\$6,753	Down 5.2%	\$5,834	\$6,044
Percent of expenditures for teacher salaries*	63.3%	Up from 60.3%	65.6%	65.9%
Opportunities in the arts	Fair	Down from Good	Good	Good
Parents attending conferences	52.9%	Down from 99.0%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	100.0%	92.0%
Highly qualified teachers in high poverty schools**	93.8%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	No

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The mission of Goucher Elementary School states that by "working together with family and community, we will prepare our students to reach their full potential by providing a solid educational foundation to ensure that all students acquire the necessary skills to compete and excel throughout life."

2003-2004 was a year dedicated to excellence in achieving the mission of Goucher School. By using the school theme, "Sea of Celebrations," we were able to weave a sound educational program for our students, staff, and community.

Our "Waves of Excellence" program emphasized the whole child. Students were rewarded for excellence in academics, behavior, and improvement. Every staff member participated by watching for excellence in the students and by also modeling excellence.

Students showed excellence through gains made in MAPS assessments, being chosen for Principal's Lunch Bunch, increasing comprehension scores on Accelerated Reader over 20 points, becoming published in various poetry anthologies, supporting community service projects, implementing a recycling initiative, publishing a school-wide literary journal, creating Powerpoint presentations, and by becoming involved in the actual running of the school through the school post office, safety patrol, beautification team, and school store operators.

Our community continued to support our endeavors through PTO, business partners and loyal school volunteers. "Goucher University" was established as a community-training center for our parents. Classes were held in computer technology, digital camera operations, nutrition, school success, safety, and wellness. Parents attended workshops that focused on academics in the area of writing, math, and reading.

Staff members continued to set high standards for the students and themselves. Book studies were conducted in the areas of connecting with our students, brain research, differentiation of instruction and effective teaching. Teachers attended classes in technology, reading, and math instruction. Four teachers added gifted and talented endorsement. Several staff members were published. One staff member was chosen to attend Roper Mountain Summer Institute.

2003-2004 was a banner year for Goucher Elementary. Even though the year ended, a wave of excellence continues as new strategies are implemented and new horizons are conquered.

Thank you, students, staff, and parents for a year to remember.

Janice M. Keller, Principal 1997-2003

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	15	35	31
Percent satisfied with learning environment	92.9%	80.0%	90.3%
Percent satisfied with social and physical environment	86.7%	82.4%	96.8%
Percent satisfied with home-school relations	86.7%	85.7%	90.3%

*Only students at the highest elementary school grade level at this school and their parents were included.